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ABSTRACT

This bibliography for trainers and teachers interested in open or distance learning lists 68 books and articles devoted to particular aspects of the "learning revolution," i.e., arrangements to enable people to learn at the time, place, and pace that satisfy their circumstances and requirements. Materials are listed under 12 headings: Overviews; Open Tech; Administration; Course Design; Teaching Methods; Learning Skills and Difficulties; Guidance and Counseling; Case Studies; International Perspectives; Directories; Journals and Newsletters; and Sources of Help. The entries are annotated for clarification of content and an author index is provided. (DJR)

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Open and Distance Learning

A Special Issue of the BACIE BIBLIOGRAPHY

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AUGUST 1985

INTRODUCTION

Only a few years ago, open and distance learning were relatively new concepts being advocated by a small group of experts, yet they have now become key terms in the field. Most people were familiar with the innovative work of such organisations as the Open University and the National Extension College but apart from the use of traditional correspondence courses, the full potential of open and distance learning had not been fully appreciated by the vocational education and training world. Within a period of three or four years a major change in attitudes, knowledge, skills and most significantly delivery systems has taken place. Most trainers and educationalists now have a grasp of at least the principles, if not the practices, of open learning, and a growing number of trainers and teachers; trainees and students have direct experience of this approach. This bibliography is devoted to these particular aspects of the "learning revolution" which according to MSC sources can be defined as:

Arrangements to enable people to learn at the time, place and pace which satisfies their circumstances and requirements. The emphasis is on opening up opportunities by overcoming barriers that result from geographical isolation, personal or work commitments, or conventional course structures which have often prevented people from gaining access to the training they need. (Open Learning)

Any form of learning in which the teachers are not normally in the same place. Tutorial back up by telephone or in person can be built into this method. (Distance Learning)

Under the auspices of the Open Tech Programme, the Open Tech Training Support Units and MARIS have produced a bibliography on open learning called **Open Learning Resources** which lists a wide range of useful documents, some of the entries being annotated. The listing is available from the Scottish Council for Educational Technology (please see entry under "Sources of Help" for the address).

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OVERVIEWS

BRIDGE W. and HEWITT, C.
Training needs in the South East.
Sheffield: Manpower Services Commission, 1984. 38p. [1]
ISBN 0 86392 040 3. Open Tech Paper; 2

Reports the results of a survey carried out as part of the development of the Southtek consortium, the partnership of further and higher education colleges, local education authorities and industry. The survey's aim was to discover the unmet training needs of firms in the area and investigate whether a distance learning strategy under the auspices of the Open Tech Programme could meet these needs.

CROFTS, P.
Distance learning's broader horizons.
Personnel Management, March 1985. p.22 (4 pages). [2]

Analyses the various strands in the development of distance study, discusses the back-up which is needed to overcome individual learning problems, and assesses its value as a tool for updating workers' skills.

DOCHERTY, A.
Reaching out: A survey of information systems relating to open learning in Scotland.
Glasgow: Scottish Council for Educational Technology. Scottish Committee on Open Learning. 1984. 17p. [3]

A report of a small survey concerned with the needs for information relating to open learning provisions.

GARTSIDE, P. (ed)
New opportunities; new approaches: Report of the SCOL Conference, 1984.
Glasgow: Scottish Committee on Open Learning, 1985. [4]
2 vols (30;35p.) ISBN 0 86011 097 4

This collection of conference papers based on the theme of New Opportunities – New Approaches, looks at the potential and application of open learning in Scotland.

HOLMBERG, B.
Status and trends of distance education: a survey and bibliography.
London: Kogan Page, 1981. 200p. ISBN 0 85038 414 1 [5]

Discusses the background and philosophy of distance learning and its relation to other forms of educational delivery mechanism. Practical aspects such as course delivery are also discussed and the subject underpinned by the provision of an extensive bibliography.

INSTITUTE OF PERSONNEL MANAGEMENT
Practical participation and involvement: 4. Meeting education and training needs.
London: IPM, 1982. 144p. ISBN 0 85292 292 2 [6]

Devoted to the promotion of employee participation through education and training activities, the book suggests that the traditional "closed" educational philosophy where full-time training produced a memory that stored data sufficient for any eventuality, should give way to a more "open" continuous learning system. In this system an internal self-reviewing process is set up and the learning derived from this is disseminated throughout the organisation.

TWINING, J.
Concepts and strategies.
Sheffield: Manpower Services Commission, 1984. 42p. [7]
ISBN 0 860392 067 5. Open Tech Paper; 3

Investigates the appropriateness of open learning as a teaching method for adult training. Concludes that the biggest barrier to the widespread introduction of open learning is the lack of learning material, and that the management of the open learning schemes needs to be entrepreneurial and fitted to the needs of industry. The report endorses the efficacy of open learning as a whole.

TWINING, J. (ed)
Open learning for technicians.
Cheltenham: Stanley Thornes, 1982. 259p. [8]
ISBN 0 85950 380 1.
Report originally prepared on behalf of the Manpower Services Commission

Presents the results of an investigation into the provision of distance learning for technicians. The investigation began before the introduction of the Open Tech Programme and provides an overview of the type of provision which was available then.

OPEN TECH

MANPOWER SERVICES COMMISSION. OPEN TECH UNIT.
Open Tech Programme: Projects under way.
Open Tech News Supplement, March 1985. 4p. [9]

Contains brief summaries of over one hundred projects currently funded under the Open Tech Programme.

MANPOWER SERVICES COMMISSION
Open Tech Task Group report.
Sheffield: MSC, 1982. 20p. ISBN 0 905932 53 6 [10]

Describes the terms of reference of the Open Tech Task Group and discusses the aims and objectives of the Open Tech Programme itself.

SABBERTON, S.
UK information systems – their relevance to the Open Tech Programme.
Sheffield: Manpower Services Commission, 1984. 16p.
Open Tech Paper; 4
Research undertaken by the Further Education Unit. [11]

Surveys both print and computerised sources of information in the education and training field which are of relevance to open learning. The brief overview includes a detailed section on the coverage of the electronic databases, their access, and indexing system.

TOLLEY, G.
The Open Tech opens up.
Employment Gazette, 91(11) 1983. p.481 (4 pages). [12]

The objective of the Open Tech Programme is to extend the training opportunities available to adults at supervisor and technician levels for updating their skills using open learning techniques. The article examines the characteristics of the Programme and describes several projects which are operational.

TOLLEY, G.
The Open Tech: Why, what and how.
Sheffield: Manpower Services Commission, 1983. 11p. [13]
ISBN 0 86392 019 5

Describes the philosophy, approach and characteristics of the Open Tech Programme and examines the financial implications.

TOLLEY, G.
Open Tech: A rich harvest from a minefield.
Personnel Management, January 1983. p.24 (5 pages). [14]

Explains the basic concepts behind the Open Tech Programme and outlines the priorities it should make if it is to update the type of training available to supervisors and managers.

ADMINISTRATION

BACON, G. and WARREN, J.
Computer-assisted management of a flexistudy scheme. [15]
Glasgow: Scottish Council for Educational Technology, 1984. 17p.
Open Learning Paper; 303

Analyses the experience gained at Telford College of Further Education in using a microcomputer to administer a flexistudy course, assessing both the techniques and the equipment used.

BIRCH, D. and LATCHAM, J.
Delivery systems accounting for tutorial support.
Bristol: Further Education Staff College, 1984. 18p. [16]

Discusses the financial implications involved in mounting open learning projects within colleges, with special attention being paid to accounting traditions.

BIRCH, D. and LATCHAM, J.
Managing open learning.
Bristol: Further Education Staff College, 1984. 87p. [17]
ISBN 0 907659 30 6.

Having first provided a working definition of open learning, the authors examine the management of the development of open learning packages including controlling the costs, the role of the teacher, the management of the changes involved in the introduction of a new method. They also assess the efficiency and effectiveness of open learning as a delivery mechanism.

DEAN ASSOCIATES.
Computer management in Open Tech Projects.
Sheffield: Manpower Services Commission, 1984. 80p. [18]

A report of an Open Tech project to identify examples of computer-based course administration (CCA) for use in open learning schemes. The report is supported by a series of technical annexes providing sample approaches in this area.

DODDS, T. (comp)
Administration of distance teaching institutions.
Cambridge: International Extension College, 1983. 2 vols (160;116p.) + Boardgame. ISBN 0 903632 25 X. [19]

Designed to teach the basics of administration of a distance teaching institution, the manual includes exercises, assignments and case studies covering such aspects as choice of media, student services, internal organisation ,and the costs and budgeting involved.

ELY RESOURCE AND TECHNOLOGY CENTRE.
Costing and pricing learning materials. [20]
London: Council for Educational Technology, 1983. 4p. + costing sheets. ISBN 0 86184 101 8

An introductory booklet on the methods for costing and pricing open learning materials which can be used by projects of all sizes. The booklet is accompanied by sheets which provide a structured form whose completion ensures that all the aspects of costing have been covered.

FURTHER EDUCATION UNIT
Experience of open learning: A summary document. [21]
London: FEU, 1985. 26p. ISBN 0 946469 38 5

Considers the use of open learning schemes within the further education sector. The booklet contains a series of questions for teachers and managers wishing to set up this type of provision.

LEWIS, R. AND OTHERS.
Open learning toolkit. [22]
Cambridge: National Extension College, 1985. 32p + activity charts. ISBN 0 86082 630 9
Published on behalf of the Manpower Services Commission.

A two-part practical guide containing guidelines on setting up and running open learning schemes. The pack is supported by specially prepared planning forms and a plastic coated reference card listing the key points. The material itself arose out of a series of workshops run by the National Extension College for the Manpower Services Commission's Trainer Development Section.

MURDOCH, W.J.
Fair exchange: A survey of inter-authority recoupment in Scotland relating to open learning schemes.
Glasgow: Scottish Committee on Open Learning, 1985. 24p. [23]

Based on a survey of local authorities in Scotland, the report considers the relationship between open learning schemes; the students and the administrative systems within which they operate.

PAINE, N.
Costing learning materials. A hypothetical case study. [24]
Glasgow: Scottish Council for Educational Technology, 1983. 9p. Open Learning Paper; 302

Presents a case study to illustrate the process of costing the development of an open learning package and includes a checklist of points which should be borne in mind when the decision to develop a package is being made.

COURSE DESIGN

BATES, A.W. (ed)
The role of technology in distance education.
London: Croom Helm, 1984. 231p.
ISBN 0 312 68942 X. [25]

Reviews the range of educational technology being used in distance education and indicates future trends, examines their implications for course management and design, and gives guidance on the selection of appropriate media for the different teaching objectives.

DANIEL, J.S.
Independence and interaction in distance education: New technologies for home study.
Programmed Learning and Education Technology, 20(3) 1983 p.155 (6 pages) [26]

Lists the characteristics of distance education, concluding that the key to effective course design is the balance between independent and interactive student activities . Examines the developments in technology which are potentially available in students' homes and analyses these for the degree of interactivity they allow.

HARRIS, N.D.C. and TARRANT, R.D.
Teleconferencing and distance learning.
British Journal of Education Technology, 14(2) 1983. p.103 (6 pages). [27]

The potential of teleconferencing is discussed using brief case studies to illustrate its applications. The types of teleconferencing available in the UK and their costs are described and guidelines for the preparation and organisation of a teleconference outlined.

HILGENDORF, L.
Self evaluation by open learning projects: a guide for managers of projects in the Open Tech Programme. [28]
London: Tavistock Institute of Human Relations, 1984. 28p.

Discusses methods by which managers can evaluate their open learning projects. Guidance is given on the day-to-day monitoring, reporting systems, and recording systems, with more detailed listing of the questions which managers should be asking in the main areas of Open Tech project management, for example when monitoring costs.

INTERNATIONAL EXTENSION COLLEGE [29]
Writing for distance education. Manual and samples.
Cambridge: International Extension College, 1979. 2 vols (89;36p.). ISBN 0 903632 16 0.

A practical manual supported by examples which aims to enable people used to presenting lessons in a classroom/lecture hall to translate these skills to provide material for open learning. It works through the stages of planning and writing the material and provides supplements which discuss learning theories, behavioural objectives and media.

KAYE, A. and HARRY, K. (eds)
Using the media for adult basic education. [30]
London: Croom Helm, 1982. 255p. ISBN 0 7099 1506 3.

Explores some of the major themes involved in using broadcasting and distance education techniques for the provision of basic adult education using case studies from seven European projects.

LEWIS, R.
How to write self-study materials.
London: Council for Educational Technology, 1981. 64p.
ISBN 0 86184 036 4 [31]

Gives advice on planning self-study material as a whole, discusses the differences between a textbook and self-study material and puts forward a procedure for writing it. Includes a series of checklists which cover the whole process.

OPEN UNIVERSITY
Feedback and evaluation in course presentation and development.
Milton Keynes: Open University, 1983. 148p. Institutional Research Review: 21 [32]

The purpose of this volume is to discuss the lessons learned from the Open University's experience of evaluating open learning materials. It deals with both the general context of evaluation as well as overviews of the actual techniques used within the University.

PAINE, N. [33]
How to write self-assessment questions.
Rev.ed. Glasgow: Scottish Council for Educational Technology, 1984. 24p. Open Learning Paper; 402

Argues that self-assessment questions when integrated in a text will engage the students' attention by increasing their interactivity with the text and help them to assess their learning at a particular point. Describes the process of framing and incorporating this type of question in the text and backs this up with case studies.

RILEY, J.
The problems of drafting distance education materials. 34
British Journal of Educational Technology, 15(3) 1984. p.192 (13 pages)

One of three articles which describe the process of drafting distance study material based on the author's experience at the Open University. This article discusses the various methods of researching and drafting material with cases used to illustrate each stage of the process.

RILEY, J.
The problems of revising drafts of distance education materials.
British Journal of Educational Technology, 15(3) 1984. p.205 (22 pages). 35

The second of three articles which describe the process of drafting distance study material based on the author's experience at the Open University. The process of revising the draft lessons is discussed and especially the role of the "commenters" and the use that is made of their assessment of the material.

RILEY, J.
Drafting behaviours in the production of distance education material.
British Journal of Educational Technology, 15(3) 1984. p.226 (13 pages). 36

The third article in this series identifies fourteen factors which influence the process of drafting and re-drafting distance teaching material.

ROWNTREE, D. and CONNORS, B.
How to develop self-instructional teaching: A self-instructional guide to the writing of self-instructional materials. 37
Milton Keynes: Open University, 1979. Pagination various.

The course deals with the development of all kinds of distance learning material and aims to provide practical guidance and advice.

TEACHING METHODS

BIRCH, D. and LATCHAM, J.
Delivery systems: The impact on the teacher. 38
Bristol: Further Education Staff College, 1984. 13p.

Considers the college teacher's role in open learning schemes with special reference to the various delivery systems in operation.

LEWIS, R.
How to tutor and support learners. 39
London: Council for Educational Technology, 1984. 91p. ISBN 0 86184 125 5. Open Learning Guide; 3

Examines the role of the tutor in open learning schemes and also looks at the contribution which other people such as friends, work-mates and fellow students can make to a student's progress. Discusses the type of support needed by the learner and suggests methods for choosing, training and monitoring tutors

LEWIS, R.
How to tutor in an open learning scheme: Group study version
London: Council for Educational Technology, 1981. 191p. ISBN 0 86184 051 8 40

A self-study package for tutors in open learning schemes it gives guidance on the skills involved in this type of tutoring including assignment comments and marking, using learning materials, counselling, keeping records, and contact with the students both face-to-face and on the telephone.

LEWIS, R.
How to tutor in an open learning scheme: Self-study version.
London: Council for Educational Technology, 1981. 187p. ISBN 0 86184 050 X. 41

A self-study package for tutors in open learning schemes it covers similar ground to the group study version described above.

LEARNING SKILLS

ADVISORY COUNCIL FOR ADULT AND CONTINUING EDUCATION
Distance learning and adult students: a review of recent developments in the public education sector. 42
Leicester: ACACE, 1983. 72p. ISBN 0 906436 22 2

Draws attention to initiatives in distance learning opportunities, concentrating on the value to students, the type of adult who chooses to study in this way and the reasons for their choice. It also describes the problems which need to be overcome by tutors and the skills needed by them.

GIBBS, G.
Learning to study.
Cambridge: National Extension College, 1981. 84p. 43
ISBN 0 86082 246 X

Divided into six units, it provides an introduction to writing, evaluating arguments, planning study, and controlling the process of study. Assignments and activities are included in the text, enabling the student to get feedback on their progress.

OPEN UNIVERSITY. 44
Student learning from different media in the Open University.
Milton Keynes: OU, 1982. 156p.

The Open University uses a wide range of instructional media in the teaching of students and this volume of six papers discusses the relationship between learning and the effectiveness of different instructional methods. The text includes a review of the Open University's studies in learning from audio-visual media and an evaluation of the research into the use of computer assisted learning.

ROUSE, S. and LEWIS, R.
Study skills at a distance: Ten years on.
British Journal of Educational Technology, 15(1) 1984. p.24 (9 pages). 45

Reports the evaluation carried out on the distance learning course "How to study effectively". The evaluation took three groups of students enrolled in 1972 and asked their view of the course after a ten year gap. The paper concludes with case studies from each of the groups.

WATERHOUSE, P.
Supported self-study in secondary education.
London: Council for Educational Technology, 1983. 98p. 46
ISBN 0 86184 113 1.

Explores some of the management issues involved in the introduction of supported self-study schemes and its potential use in secondary schools. It is supported by a handbook concentrating on the techniques and training materials involved in this type of study.

WOODLEY, A. and McINTOSH, N.
The door stood open. An evaluation of the Open University younger students pilot scheme. 47
Lewes: Falmer Press, 1980. 260p. ISBN 0 905273 14 1

Reports the results of a pilot scheme to admit younger students (eighteen year olds) to the Open University. Analyses the demand for these places, the progress of the students, their ability to cope with this type of study, and their impact on the University.

WOODLEY, A. and PARLETT, M.
Student drop-out.
Teaching at a Distance, no.24, 1983. p.2 (21 pages) 48

Drop-out is a subject which has given rise to a great deal of discussion and argument within the Open University. This article reviews the information which has been collected on drop-out during more than ten years of study.

GUIDANCE AND COUNSELLING

BAILEY, D.
Case studies in guidance needs and practices in the Open Tech.
Hertford: National Institute for Careers Education and Guidance, 1984. 25p.
Guidance and the Open Tech Occasional Paper; 3 49

Examines the needs of Open Tech learners for guidance. It uses case studies to disseminate experience and good practice within the Open Tech; clarifies the key groups and identifies their needs; and puts forward a model for the development of guidance services in the programme.

BAILEY, D.
Educational and vocational guidance services for adults.
Hertford: National Institute for Careers Education and Counselling, 1984. 21p.
Guidance and the Open Tech Occasional Paper; 2 [50]

Examines the existing sources of educational and vocational guidance for adults and suggests links which can be made between these and the Open Tech programmes to ensure that enquirers are fully aware of the options open to them.

BAILEY, D.
The nature of guidance and the Open Tech Programme.
Hertford: National Institute for Careers Education and Counselling 1984.21p.
Guidance and the Open Tech Occasional Paper; 1 [51]

Explores the type of guidance which adult learners using the Open Tech programmes might need; suggests a scheme to deliver guidance within the programme; and identifies how different guidance activities might be identified and implemented.

BAILEY, D.
Staff development and training for guidance roles.
Hertford: National Institute for Careers Education and Counselling, 1984. 12p.
Guidance and the Open Tech Occasional Paper; 4 [52]

Argues that the existing models for staff development within further education are inappropriate to the new roles for teachers/trainers in the Open Tech programme. Identifies some of the factors which are relevant to the new staff roles both in general and in relation to guidance; suggests a model for staff development appropriate to the unique features of the programme; and notes some of the resources which have been produced which might help participants in training and development.

LEWIS, R.
Counselling in open learning: a case study.
Cambridge: National Extension College, 1980. 121p.
ISBN 0 86082 189 7
National Extension College Report, 2 (6) [53]

Discusses the results of a research project which examined the problems faced by students in open learning courses and the types of help which a counsellor can give.

OPEN UNIVERSITY
On the line: Counselling and teaching by telephone.
Milton Keynes: OU, 1983. Booklet, audiotape, worksheets. [54]
ISBN 0 335 10430 4

The training pack, designed for people who use the telephone for giving advice or for distance teaching, covers the technical problems which can be encountered, as well as the such topics as creating a relaxed atmosphere over the phone, the preparation needed for the material for discussion, and the pros and cons of using the telephone for this type of work.

CASE STUDIES

BINSTEAD, D. and HODGSON, V.
Open and distance learning in management education and training.
Lancaster: Centre for the Study of Management Learning, 1984. 76p. [55]

Prepared as part of the Open Tech Programme this report describes some of the existing and proposed arrangements for open learning in management training. It includes case-study examples, a review of the main issues and a "state of the art" summary.

FURTHER EDUCATION STAFF COLLEGE
Students in the Open College of the North West: a follow up study.
Bristol: FESC, 1983. 43p. ISSN 0305-8441
Coombe Lodge Report 16 (4) 1983 [56]

The Open College of the North West is a scheme for collaboration between further education colleges, the University of Lancaster and Preston Polytechnic offering mature students part time courses specially designed for them which will qualify them for higher education matriculation. The report examines the students progress to higher education; the numbers of students who do not complete the course and their reasons; and makes a comparison with students following part-time GCE courses. It also looks at the students' response to distance study and finally presents the students' assessments of the course.

LEWIS, R.
Open learning in action: case studies.
London: Council for Educational Technology , 1984.
ISBN 0 86184 123 9
Open Learning Guide; 1 [57]

Reports the experience of seventeen open-learning projects, giving insights into their course design and structure. The projects include those concerned with updating and continuing vocational education as well as those run by further education colleges.

SCOTTISH EDUCATION DEPARTMENT
Distance no object. Examples of open learning in Scotland. [58]
Edinburgh: HMSO, 1982. 173p. ISBN 0 11 491993 3

Twenty-six short papers make up this text covering various aspects of distance and open learning provisions in Scotland. Section one deals with the history of the approach; further sections follow describing various schemes in operation, methodology, costs and support aspects, and the role of broadcasting. The concluding section consists of four papers discussing the response of students to learning at a distance.

SPENCER, D.C.
Thinking about open learning systems.
London: Council for Educational Technology, 1980. 200p. [59]
ISBN 0 86184 013 5

Reports a study which formed part of the second stage of the CET's open learning systems programme. Its objectives were first to visit, survey and report on the open learning schemes at several colleges of further and higher education and secondly to provide a comparative study of college practice. It forms a basis on which to plan and evaluate other open learning schemes.

INTERNATIONAL PERSPECTIVES

Distance Learning. [60]
Vocational Training, no.15, 1984. p.1 (22 pages) ISSN 0378-5068

A series of articles discussing and comparing the role of distance learning in Europe, the role of media in developing the individual both culturally and vocationally, and the work done by the Council of Europe to develop this type of study.

KAYE, A. and RUMBLE, G. (eds)
Distance teaching for higher and adult education.
London: Croom Helm, 1981. 342p. ISBN 0 7099 0468 1 [61]
Published on behalf of the Open University.

Presents a detailed analysis of the development of distance education and explores the educational, administrative and economic implications in a variety of contexts. Examines the provision of this type of education in a number of countries, including Canada, West Germany, Iran, Israel, Pakistan and Venezuela and also discusses the provision distance study by a conventional university.

NEIL, M.W.
A report of the Open University's tenth anniversary international conference.
London: Kogan Page, 1981. 270p.ISBN 0 85038 415 X [62]
Published on behalf of the Open University

Reviews the experience gained by the Open University in the design and implementation of open learning projects and materials and explores the possible future developments in the field of international and inter-institutional co-operation.

SEWART, D. AND OTHERS.
Distance education: international perspectives.
London : Croom Helm, 1983. 458p. ISBN 0 312 21319 0 [63]

Presents a selection of writings on distance education written in a number of countries over the previous ten years. The articles were selected to provide a scholarly base for the theory and practice of this type of education.

DIRECTORIES

HARRIS, J. (comp)
Open learning units available in Scotland.
Glasgow: Scottish Council for Educational Technology, 1984. 17p.
Open Learning Paper; 501 [64]

Aims to make available information about open learning packages which have been produced by community groups, further education colleges and the Open University in Scotland. The listing is indexed by subject and by the Institutions which have created the packages.

MANPOWER SERVICES COMMISSION
Presenting a training session: the occasional trainer's guide to resources.
Sheffield: MSC, 1985. 32p. ISBN 0 86392 097 7 [65]

Designed for people who are not training specialists, the booklet lists print and audiovisual sources which they can use to teach themselves the basic techniques of training.

NATIONAL EXTENSION COLLEGE
Open Tech Directory.
Cambridge: National Extension College Trust, 1985. 232p. ISBN 0 86082 669 4 [66]

Prepared for the Manpower Services Commission. Open Tech Unit. Pilot publication.

The directory divides into four sections: Open Tech materials, delivery systems giving local access to materials, facilities which offer hands-on experience, and support services. The sections in turn are backed up by five indexes giving access to the directory by the specific subject and by the general industry sector it is applicable for, by the qualification, by the format of the package and by the producer. The directory will be regularly updated and expanded. This is the pilot version, the first edition proper will be published in October 1985.

SCOTTISH COUNCIL FOR EDUCATIONAL TECHNOLOGY
A directory of open learning opportunities in Scotland. 1985.
Glasgow: SCET, 1985. 139p. ISBN 0 860 099 0 [67]

The directory presents the open learning courses grouped by subject area with alphabetical indexes to title. There is also an index of course providers with a list of the course which they supply.

YELTON, S. and others (comp)
The Open Learning Directory, 1983. A catalogue of distance learning and independent study materials. Basics to A' Level.
Cambridge: Great Ouse Press, 1983. 320p. ISBN 0 907351 13 1
Published on behalf of the Nelson and Colne College. [68]

Designed as a comprehensive guide to distance learning and independent study materials throughout the UK, the entries cover correspondence courses, audiovisual materials and workpacks and include details of the price, level and duration of the course in addition to publication details.

JOURNALS AND NEWSLETTERS

Open and distance learning issues are now covered by most vocational education and training journals but the following titles provide more detailed information:

CET News

This is a newsletter produced by the Council for Educational Technology which reviews current and future developments and activities within CET. It occasionally carries articles dealing with significant areas of education technology.

Quarterly Free

Subscriptions to: Council for Educational Technology, 3 Devonshire Street, London W1N 2BE.

OLS News

An occasional newsletter, sponsored by the Council for Educational Technology and the Scottish Council for Educational Technology, reporting developments in open learning including book and packages reviews.

3/4 per annum Free

Further details from: Council for Educational Technology, 3 Devonshire Street, London, W1N 2BE

Open Tech News

A newsletter produced by the Manpower Services Commission Open Tech Unit providing news on developments about Open Tech projects and related topic areas.

Occasional Free

Distribution Unit, Manpower Services Commission, Moorfoot, Sheffield S1 4PQ.

Programmed Learning and Educational Technology

This is the quarterly journal of the Association for Educational and Training Technology, (AETT) and deals with all topics and issues relevant to educational technology.

Quarterly ISSN 0033 0396

Subscriptions to: Kogan Page Ltd., 120 Pentonville Road, London, N1 9JN

British Journal of Educational Technology

The Journal contains articles which span the whole range of subjects and techniques relevant to educational technology and the whole range of educational levels. It is concerned not only with educational research but also with practical aspects of teaching and learning assisted by educational technology. Each issue contains about 80 pages of articles and book reviews with occasional seminar and conference reports

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SOURCES OF HELP

The growth in interest in open and distance learning and especially the funds made available through the Open Tech programme has resulted in the growth of support services offering advice and information. Some of the key national bodies offering support in this area are described below.

Council for Educational Technology (CET)

The Council for Educational Technology for the United Kingdom (CET) was established in 1973. CET acts as the central organisation for promoting the application and development of educational technology in all sectors of education and training.

The Council's information service provides general information about educational technology and operates a referral service for specialised enquiries. Its own specialist areas of knowledge are related to its development programme and currently this has as its main concerns the applications of new technologies in education and training and new structures of learning such as open learning arrangements. Detailed enquiries relating to specialised project areas may be referred to appropriate project staff. Information sheets are provided free of charge on programme activity areas and on topics of current interest. The information department also plays an integral part in the programme activities of CET, and has an important role in disseminating the results of the Council's development projects. Apart from its main role as a development agency, the Council publishes the British Journal of Educational Technology, CET News, and a substantial booklist, including a number of titles on open and distance learning (see bibliography).

The Council also supports the CET Open Learning Unit which operates the OTTSU service (see separate entry).

Information Department,
3 Devonshire Street,
London, W1N 2BA.
01-580 7553

Further Education Staff College (FESC)

The Staff College at Coombe Lodge was set up in 1960, with the primary objective of improving the efficiency of further education establishments. In addition to the wide range of services offered by the college, it also runs an Information Bank containing papers on open and distance learning.

Coombe Lodge,
Blagdon,
Bristol, BS16 6RG.
0761 62503

International Documentation Centre (IDC)

The IDC was established in 1978 and consists of a collection of approximately 8000 items covering documentation on distance learning projects, at all educational levels worldwide; course-materials; country-specific reports on education systems and other social developments.

Open University,
Walton Hall,
Milton Keynes, MK7 6AA.
0908-653537

International Extension College (IEC)

The International Extension College (IEC) was founded in 1971 to provide information, consultancy and training on distance teaching methods and approaches to educational institutions overseas, primarily in the developing world. The college maintains a resource centre of 1500 books and papers, 150 journals and a substantial collection of distance-teaching material from over 50 countries, with a particular emphasis on rural development.

18 Brooklands Avenue,
Cambridge, CB2 2HN.
0223-353321

Materials and Resources Information Service (MARIS)

MARIS is an Open Tech Programme support project, managed for the Manpower Services Commission by the National Extension College. It was set up early in 1983 and is now fully operational. The aim of MARIS is to collect information about training materials suitable for use in open learning schemes and to make that information available on request. The nature of the information is determined by the overall aims of the Open Tech programme itself, ie. it covers learning materials in the technician, supervisory and managerial areas.

The service is open to all providers of education and training who require information on the availability of suitable open learning materials or resources. A computerised data base is maintained by inviting producers and publishers of training materials to complete a standard Listing Entry form for each package, module or unit they wish to have included on it. The data-base is interrogated by MARIS staff on behalf of users, by searching for items in terms of subject, skill, qualification, occupation, author, cost etc, either separately or in any combination of the fields in the systems. The user is provided with a print-out of the extracted information, allowing contact with the producer or supplier to be made.

The MARIS project is completely funded by the Open Tech Unit. There is no charge whatever made to users of the service.

Bank House,
1 St Mary's Street,
Ely,
Cambridgeshire, CB7 4ER.
0353 61284

National Extension College (NEC)

NEC is a non-profit making body established in 1963 to provide high quality home study courses for adults. As such the NEC is well experienced in open learning provisions, particularly in having pioneered Flexi-study. This arrangement is perhaps one of the best examples of a collaborative open learning venture operating at the non-degree level. The system involves a large number of colleges providing tutorial help and resource support linked to specially designed correspondence course materials produced by NEC. A special unit exists to promote open learning activities through consultancy and advice.

20 Forehill,
Ely,
Cambridgeshire, CB7 4AP.

Open Tech Training and Support Unit (OTTSU)

OTTSU is managed by the Council for Educational Technology on behalf of the MSC's Open Tech Unit. Its purpose is to help Open Learning Projects achieve their aims and this is done by providing a consultancy and training service. OTTSU maintains a database of experts and consultants working in this field and it regularly mounts workshops and other training events.

Rooms 24-27, Prudential Buildings;
Above Bar Street,
Southampton, SOI OFG.

Open Learning Federation

Membership of the Federation is open to open learning practitioners in both industry and education. Its services include:

(i) advice and guidance on open learning scheme administration;

(ii) reviews of open learning materials; and

(iii) providing information about materials and support systems.

It also seeks to act as an educational and administrative pressure group in influencing the decision-making of central and local government and validating bodies on the means of implementing and extending systems and to promote the use of open learning schemes.

Scottish Council for Educational Technology (SCET)

The Scottish Council for Educational Technology, incorporating the Scottish Film Council, is the national body for the promotion of educational technology and film culture in Scotland. SCET was established in 1975, based on the first Scottish Film Council which dates from 1934. SCET has the support of the Secretary of State for Scotland and is funded by grants from the Scottish Education Department and local authorities in Scotland.
Information Services: SCET holds the largest collection of trade literature on audio visual materials and equipment in Scotland. The information service has a collection of over 1,700 catalogues and information sheets issued by audio visual producers and distributors which is the largest of its kind in the UK. This source provides details of many thousands of films, filmstrips, OHP transparencies, slides, video cassettes and other media. Comprehensive files on 22 ranges of audio visual equipment are held together with trade literature giving substantial, but not comprehensive, coverage of a further 9 ranges of equipment. The library has a collection of 80 journals relating to educational technology and the service also publishes 'materiographies' (lists of audio visual materials on specific subjects), journal bibliographies, a half yearly service covering useful and informative articles on audio, video, projected media, educational, broadcasting and open learning systems.

A number of ancillary services are also provided including: training film hire, and regular courses on the use of audio visual media in training.

SCET also runs an Open Learning Project for the Scottish Education Department and is also involved in managing the Scottish versions of MARIS and OTTSU (see above).

Nigel Paine
Dowanhill,
74 Victoria Crescent Road,
Glasgow, G12 9JN.

Scottish Committee on Open Learning (SCOL)

The Scottish Committee on Open Learning was set up by the Scottish Council for Educational Technology at the invitation of the Scottish Education Department and other national authorities to act as a focal point for open learning initiatives in Scotland. Information provision is an integral feature of all the overall aims to encourage in collaboration with existing agencies and institutions the development of open learning in Scotland. The specific objectives are:

(a) conducting an initial examination of the state of open learning in Scotland and keeping the findings continuously under review, monitoring and publishing information in Scotland about open learning;

(b) identifying priorities in the development of open learning and the most effective means of meeting these priorities;

(c) identifying the needs of the learners mainly in the post-16 sector which can best be met through open learning schemes; identifying subject areas for which there is demand for open learning; and recommending ways in which suitable provision could be made;

(d) encouraging research and pilot ventures in open learning;

(e) helping to arrange training in the skills of preparation and teaching in open learning systems;

(f) exploring the potential applications of new technology in open learning; and

(g) undertaking liaison with other Scottish and UK bodies interested in open learning.

Peter Gartside
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041-334 9314

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